

Medical District High School Annual Plan (2025 - 2026)

Last Modified at Aug 14, 2025 02:11 PM CDT

<p>[G 1] Reading/Language Arts By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.</p> <p>Performance Measure **By May 2026, Medical District will increase ELA meeting or exceeding proficiency rates in grades 9-12 from ****65.0% in 2024 to 70.0%.**</p> <p>**Performance will be measured using the following tools:**</p> <p>Performance will be measured using the following tools:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments · Weekly Informal Observation Tool and rubric · Quarterly Formal Observation Tool · Quarterly Data Dig Minutes 	<p>[A 1.1.1] Conduct PLC Meetings and Collaboration During weekly English / Literacy PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessments, formative assessments and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	<p>Shatarra Johnson, Asst. Principal and ELA Lead</p>	<p>05/22/2026</p>	<p>Title I</p>	

<ul style="list-style-type: none"> · Weekly lesson plans <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. · Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. · Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. · Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. · Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 	<p>[A 1.1.2] Conduct Informal Observations and Classroom Walkthroughs</p> <p>The Instructional Leadership Team (ILT) conducts literacy walkthroughs with the current district walkthrough document to ensure that teachers are planning and teaching standards-based literacy lessons that are aligned to core actions.</p> <p>Walkthroughs minimally occur bi-weekly and trends are discussed during ILT meetings. Based on the data collected, the ILT develops professional development sessions to improve instruction.</p>	<p>Dr. Tutwiler, Principal and Shatarra Johnson, Asst. Principal</p>	<p>05/22/2026</p>	<p>Title I</p>	
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	<p>[A 1.1.3] Analyze Student Data During Data Meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	Shatarra Johnson, Asst. Principal	05/22/2026	Title I	
	<p>[A 1.1.4] Utilize Instructional Supplies and Equipment Curriculum aligned instructional supplies and equipment will be provided and academic programs will be implemented to increase student performance, support good first teaching and supplement instructional delivery.</p>	ELA Team	05/22/2026	Title I	
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Weekly collaborative planning agenda and minutes · Weekly PLC meeting agenda and minutes · Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of 	<p>[A 1.2.1] Conduct Weekly PLCs and Collaborative Planning Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Shatarra Johnson, Asst. Principal and ELA Team	05/22/2026	Title I	

<p>instructional practices.</p> <ul style="list-style-type: none"> · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 						
<p>[A 1.2.2] Utilize the CANVAS Learning Management System Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS on-line modules, teachers will learn at their own pace and on their own time.</p>	<p>ELA Team</p>	<p>05/22/2026</p>	<p>Title I</p>			
<p>[A 1.2.3] Attend local, state, and national conferences MDHS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	<p>ELA Team</p>	<p>05/22/2026</p>	<p>Title I</p>			
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator ***Implementation**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data · Monthly data meeting agenda and minutes 	<p>[A 1.3.1] Implement Extended Learning for Struggling Learners Teachers will provide before/after school tutoring to respond to the unique needs of students and maximize their potential.</p>	<p>Shatarra Johnson, Asst. Principal and ELA Team</p>	<p>05/22/2026</p>	<p>Title I</p>		

<ul style="list-style-type: none"> · Quarterly benchmark assessment data · Weekly fidelity checks <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. · Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. · Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. 	<p>[A 1.3.2] Provide Resources for Struggling Learners Students will be provided with additional resources as a result of RTI. Staff will track and monitor academic progress of students. Students requiring intervention will be determined by utilizing data from formative assessments. Students will be provided with additional resources as the usage of RTI2 increases. Corrective Action Plans will be implemented for small group intervention during weekly tutorial sessions. Students will participate in after-school tutorials and Thursday study sessions.</p>	<p>Shatarra Johnson, Asst. Principal and ELA Team</p>	<p>05/22/2026</p>	<p>Title I</p>
	<p>[A 1.3.3] Integrate Technology in Classrooms Provide updated technology to support both teaching and learning. Provide classrooms with digital learning tools, such as computers and handheld devices to expand course offerings, experiences, and learning materials; build 21st century skills; increase student engagement and motivation.</p>	<p>Shatarra Johnson, Asst. Principal and ELA Team</p>	<p>05/22/2026</p>	<p>Title I</p>

<p>[G 2] Mathematics By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.</p> <p>Performance Measure **By May 2026, Medical District will increase Math meeting or exceeding proficiency rates in grades 9-12 from ****35.4% in 2024 to 40.0%.**</p> <p>**Performance will be measured using the following tools:**</p> <p>Performance measures will be monitored by the following:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments · Weekly Informal Observation Tool and rubric · Quarterly Formal Observation Tool · Quarterly Data Dig Minutes · Weekly lesson plans 	<p>[A 2.1.1] Conduct PLC Meetings and Collaboration During weekly Math PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessments, formative assessments and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Lead</p>	<p>05/22/2026</p>	<p>Title I</p>	

<p>**Effectiveness**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. · Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. · Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. · Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. · Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 	<p>[A 2.1.2] Conduct Informal Observations and Classroom Walkthroughs The Instructional Leadership Team (ILT) conducts literacy walkthroughs with the current district walkthrough document to ensure that teachers are planning and teaching standards-based literacy lessons that are aligned to core actions.</p> <p>Walkthroughs minimally occur bi-weekly and trends are discussed during ILT meetings. Based on the data collected, the ILT develops professional development sessions to improve instruction.</p>	<p>Dr. Wakima Tutwiler, Principal and Shatarra Johnson, Asst. Principal</p>	<p>05/22/2026</p>	<p>Title I</p>
<p>[A 2.1.3] Analyze Student Data During Data Meetings, teachers and administrators will engage in collaborative activities in which the</p>	<p>Dr. Wakima Tutwiler,</p>	<p>05/22/2026</p>	<p>Title I</p>	

	<p>team will disaggregate common assessment, formative assessment and summative assessment date to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	Principal and Math Lead		
	<p>[A 2.1.4] Utilize Instructional Supplies and Equipment Curriculum aligned instructional supplies and equipment will be provided and academic programs will be implemented to increase student performance, support good first teaching and supplement instructional delivery.</p>	Math Team	05/22/2026	Title I
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Weekly collaborative planning agenda and minutes · Weekly PLC meeting agenda and minutes · Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase 	<p>[A 2.2.1] Conduct Weekly PLCs and Collaborative Planning Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Dr. Wakima Tutwiler, Principal and Math Team	05/22/2026	Title I

<p>overall student achievement by 10%.</p> <ul style="list-style-type: none"> · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 							
<p>[A 2.2.2] Utilize the CANVAS Learning Management System Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS on-line modules, teachers will learn at their own pace and on their own time.</p>	<p>Math Team</p>	<p>05/22/2026</p>	<p>Title I</p>				
<p>[A 2.2.3] Attend local, state, and national conferences MDHS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Team</p>	<p>05/22/2026</p>	<p>Title I</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>***</p> <p>***</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data · Monthly data meeting agenda and minutes 	<p>[A 2.3.1] Implement Extended Learning for Struggling Learners Teachers will provide before/after school tutoring to respond to the unique needs of students and maximize their potential.</p>	<p>05/22/2026</p>	<p>Title I</p>				

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	<p>[A 2.3.3] Integrate Technology in Classrooms Provide updated technology to support both teaching and learning. Provide classrooms with digital learning tools, such as computers and handheld devices to expand course offerings, experiences, and learning materials; build 21st century skills; increase student engagement and motivation.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Team</p>	<p>05/22/2026</p>	<p>Title I</p>

<p>[G 3] College and Career Readiness By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Medical District High School will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.</p> <p>Performance Measure **Medical District High Schools will increase the percentage of ready graduates from 95.6% in 2024 to 100.0% in 2026. Our first graduation class was held in 2025.**</p> <p>**Medical District High School maintains that 100% of the students will successfully complete one EPSO by the end of 2025, and 70% of the students taking the ACT will earn ACT Readiness scores of 21 or over in English, Reading, Math, and Science Reasoning. **</p> <p>These performance measures will be monitored by the following:</p> <ul style="list-style-type: none"> * Early Post Secondary Opportunities being offered * ACT composite score (21 or higher) * Earnings of Industry Certifications * ASVAB Scores * Graduation Rate 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Quarterly report cards and progress reports * Daily exit tickets * Semesterly student interest surveys <p>**Effectiveness**</p> <p>* Quarterly report cards will reflect 100% of students enrolled in advanced academics will have</p>	<p>[A 3.1.1] Expand Opportunity to Access EPSOs Medical District High School will develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.</p> <p>Students meeting dual-enrollment requirements at MDHS will continue to enroll in college courses for college credits prior to high school graduation. Students receive both high school and college credits at Southwest Community College concurrently.</p> <p>Bi-weekly report from counselor on progress towards ready graduate indicators and intervention plans for those in jeopardy.</p>	<p>Dr. Tutwiler, Principal and Jenene Sweezer, Guidance Counselor</p>	<p>09/26/2025</p>	<p>Title I</p>	

<p>a passing grade of C or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher. * As a result of semesterly student interest surveys, there will be a 10% increase in the number of students enrolled in an advanced academic course.</p>	<p>[A 3.1.2] Partner with Southwest Community College Medical District High School will maintain its partnership with Southwest Community College under the governing of Memphis Shelby County Schools to support student participation in dual enrollment.</p>	<p>Dr. Tutwiler, Principal and Jenene Sweezer, Guidance Counselor</p>	<p>05/22/2026</p>	<p>Title I</p>	
	<p>[A 3.1.3] Attend local, state, and national conferences MDHS staff will attend in-state and out-of-state professional development sessions and educational conferences to expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p>	<p>Dr. Wakima Tutwiler, Principal and Jenena Sweezer, Guidance Counselor</p>	<p>05/22/2026</p>	<p>Title I</p>	
<p>[S 3.2] Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification. Benchmark Indicator **Implementation** * Semesterly review of student transcripts * Semesterly review of career interest inventories **Effectiveness** * Semesterly review student transcripts will reveal that the overall distribution rate of students</p>	<p>[A 3.2.1] Provide College Readiness Counseling Provide students with college and career planning opportunities that will assist in identifying interests and career-expectations.</p>	<p>Jenene Sweezer, Guidance Counselor</p>	<p>05/22/2026</p>	<p>Title I</p>	

<p>attaining 1 industrial certification and 2 EPSOs will increase by 5%.</p> <p>* Semesterly review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications.</p>	<p>[A 3.2.2] Offer Opportunity to Earn Dual Degrees</p> <p>In partnership with Southwest Tennessee Community College, MDHS students have the opportunity to earn both a traditional high school diploma and an Associate Degree at the same time.</p> <p>MDHS will offer the following Program Studies: Allied Health, Information Technology, and General Studies.</p>	<p>Jenene Sweezer, Guidance Counselor</p>	<p>05/22/2026</p>	<p>Title I</p>	
<p>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)</p> <p>****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>* Quarterly report cards</p> <p>* Quarterly mock ACT data</p> <p>* Semesterly 4-year student academic and transition plans</p> <p>**Effectiveness**</p> <p>* Quarterly review of student report cards will reflect 80% of all students performing at 75% or higher in all core subject area classes.</p> <p>* Quarterly mock ACT data will reflect improvement</p>	<p>[A 3.3.1] Offer Summer Transitional Program</p> <p>Medical District High will offer a summer transition program along with parent support meetings to aid students during their middle college experience.</p>	<p>Dr. Wakima Tutwiler, Principal and Jenene Sweezer, Guidance Counselor</p>	<p>07/18/2025</p>	<p>Title I</p>	

in student composite scores by at least 10%.										
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* Semesterly review of 4-year student academic and transition plans will reflect that 100% of students are on track of reaching their post-secondary goals.